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ABSTRACT

This study examined the educational beliefs held by a group of 125 undergraduates in a Korean teacher training institution who were surveyed on the ideal purposes and 11 broad goals of schooling, their perceptions of the real purposes and specific goals of schooling in Korea, and their perceptions of various influences on their beliefs. Findings suggested that progressive and liberal beliefs are the dominant ideal among teacher candidates, but that conservative beliefs are perceived to be driving schools in Korea. The gap between the ideal and the real in Korean schools is greater as perceived by Korean students than the gap between the ideal and the real in American schools as perceived by teacher candidates in a previous California study. A gap was also found between the ideal and the real regarding the broad goals of schooling, with the most emphasis assigned to self-realization and creativity by the students, but the least emphasis given to those goals in the schools, where intellectual development and basic skills education are perceived to be given the most emphasis. Prior experiences in lower schools is the most important perceived influence on both Korean undergraduates and U.S. teacher candidates' beliefs and values about schooling. (Author/ND)

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Ideal Goals for Schools and Real Emphases

Perspectives of Undergraduates in Korea Compared to those of Teacher Candidates in the United States

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Ideal Goals for Schools and Real Emphases

Perspectives of Undergraduates in Korea Compared to those of Teacher Candidates in the United States

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Abstract

This study examines the educational beliefs held by a group of Korean undergraduates whose college major is education regarding what schools are for, and their perceptions of the sources of influence on those beliefs. One hundred twenty-five teacher candidates from one of Korea's largest teacher training institutions were surveyed on the ideal purposes of schooling, on eleven broad goals of schooling, on their perceptions of what the real purposes and specific goals of schooling are in schools in Korea, and on their perceptions of various influences on their beliefs. Findings suggest that, as found in a previous study of California teacher candidates in the United States (Su, 1994), progressive and liberal beliefs are the dominant ideal among teacher candidates. Findings suggest also that progressive and liberal beliefs are not perceived to be the real emphases in the schools, but that conservative beliefs are perceived to be driving real schools in Korea. The gap between the ideal and the real in Korean schools is greater in the perceptions of Korean students, than is the gap between the ideal and the real in American schools in the perceptions of American teacher candidates in the California study. A gap was also found between the ideal and the real regarding eleven broad goals of schooling, with the most emphases assigned to self-realization and creativity by the students, but the least emphases given to those goals in the schools, where intellectual development and basic skills education are perceived to be given the most emphases. Prior experiences in lower schools is the most important perceived influence on Korean undergraduates' beliefs and values about schooling in Korea, as is the case with American teacher candidates surveyed in Su's (1994) California study.

Ideal Goals for Schools and Real Emphases

Perspectives of Undergraduates in Korea Compared to those of Teacher Candidates in the United States

Introduction

The content of schooling, the profession of teaching, and the organization of schools are affected in the United States by many various beliefs about the purpose of education and the purpose of schools (Spring, 1989; Su, 1994). There are major variances in the views of educators on such issues as the kind of individuals schools should develop, what kinds of experiences students should have in schools, and what education should be. It is widely recognized in the United States that there are four major views of what schools should be for. There is a liberal view that suggests schools should be teaching students to care about others and improve society. The progressive or child-centered view values the development of the individual. The conservative view of schooling would have the schools maintaining the status quo for the development of the labor force. And the critical view of schooling would have the schools used as a tool for transforming the society.

Recent studies have shown there to be a considerable gap between the perceptions of students of education in teacher education programs in American universities as to what the goals of schooling should be, and their perceptions of where the real emphasis is in the schools (Su, 1994 and 1992; Goodlad, 1984 and 1990). Assessing the perceptions of undergraduates in a large California university teacher education program on an instrument that assumed four schools of thought now exist in the U.S. regarding what the appropriate function of schooling is, Su (1994) found students to have progressive and liberal views of what the goals of schooling should be, but perceived the real emphasis in schools to be on conservative goals. The four schools of thought can be summarized as below:

Four Schools of Thought that Influence Schools

The Conservative View	schools should produce educated young people who are ready to take their place in society to help maintain order and stability in the social, political, and economic fabric of society.
The Progressive or Child-Centered View	schools should concentrate on children and youth as individuals, helping them develop their interests and

abilities to their full potential.

The Liberal View schools should educate young people to be aware of human conditions, social purposes, and societal concerns, and to think creatively and constructively and be willing and able to participate in improving society for the better.

The Critical View schools should educate young people to challenge unjust societal conditions and practices and join with others in reconstructing and transforming the existing social order into a more just and equitable society.
(Su, 1994)

A new study in Korea, reported here, reveals that in an educational system where the clients are much more homogenous than in American schools, there exists also a large gap between what students of education in one large Korean university believe should be the goals of education, and what those students perceive to be the real emphases in schools. The present study was a study of the perceptions of 125 undergraduates in teacher education at a major national university in South Korea. The purpose of the study was to replicate investigations in the United States into the educational belief systems of teacher candidates, the purposes of which were to describe patterns and characteristics in the fundamental educational beliefs and values held by teacher candidates in a major public teacher preparation institution in California (Su, 1994), and in 29 representative institutions across the United States (Goodlad, 1990).

Comparison of the Korean results to the American results reveal that, as in America, students of teacher education in Korea hold progressive and liberal views about what the goals of schooling should be in Korea, and believe also that the actual emphases in schools are on more conservative goals of maintaining the status quo. Comparison of the Korean and American data reveal also an even greater gap between Korean students' perceptions of the ideal goals of schooling and their perceptions of how schools really are than exists in students' perceptions in America.

Methodology

For the Korean study 125 undergraduates were assessed on an instrument adapted from instruments used in the Study of the Education of Educators (Sirotnik, 1989; Goodlad, 1990; Su, 1992 and 1994) which measures both teacher candidates' beliefs about the goals of schooling--what they should be, and what they actually are as played out in the schools--and their perceptions about the sources of influence on their beliefs and values. In addition the respondents were surveyed on items which measured the discrepancy between the ideal goals of teacher candidates and the real emphases in public schools as perceived by the teacher candidates.

Authors of the present study, a professor of education at a midwestern state university in the United States, who served as a 1995-96 exchange professor at the Korean university where

the study was conducted, and a professor of education at the same university in Korea, surveyed 125 undergraduate students in the Department of Education at the Korean university. The 125 subjects, all enrolled in one of two foundations of education courses taught by the Korean researcher or a seminar in teacher education taught by the American researcher, completed the survey in the spring of 1996 at one of South Korea's major national universities which provide teacher preparation at the undergraduate level. The instrument used was adapted from the instrument reported in Su (1994)' which replicated an investigation of the perceived goals and beliefs regarding American education of teacher candidates in 29 selected teacher training institutions across the U.S. (Goodlad, 1990; Su, 1992)."

Respondents indicated on a likert type scale, as in the California study, 1) the extent of agreement with each of four schools of thought regarding what schools are for, 2) the perceived emphases placed by the public schools on each of the four schools of thought, 3) the choice of one view that is perceived most representative of what schools should be for, 4) the choice of one view perceived to be most representative of what policy makers in the schools think the schools should be for, 5) respondents' own perceptions of the importance of eleven broad educational goals, 6) the perceived importance of each of the eleven goals placed on those goals by the existing public schools, and 7) respondents' perceptions regarding the extent of influence from different sources on their educational beliefs and values (Su, 1994).

For the data analysis, descriptive statistics where employed to show patterns and characteristics in the teacher candidates' educational belief systems, and were compared with data on 100 undergraduate teacher candidates in a large California university (Su, 1994). Su's California study was a replication on a micro scale of the study of perceived goals and beliefs regarding American education of teacher educators and teacher candidates in 29 selected teacher training institutions across the United States, reported in Goodlad's Study of the Education of Educators (Goodlad, 1990). Inferential statistics were used to compare the mean differences in the main measurements. Charts were developed to show comparisons of the results with results from the California and national American studies and the large differences in ideal goals and real goals for schooling as perceived by the respondents.

Results

Results of the Korean study show a considerable gap exists between what teacher education candidates in South Korea perceive the goals of education should be and what those respondents perceive the real emphases to be in the schools. As in the earlier studies of American teacher candidates' perceptions in California and nationwide, the findings suggest that progressive and liberal beliefs are the dominant schools of thought for teacher candidates in Korea.

Figure 1 illustrates the degree to which Korean undergraduates agreed with the appropriateness of four major schools of thought regarding what schools should be for. On a scale of one to seven, respondents assigned a mean of approximately 6.0 to the progressive, liberal and critical views, 3.9 to the conservative view. Figure 1 also shows that respondents assigned means of 1.9 to their perceptions of how the progessive and liberal views are emphasized in public schools in Korea, and means of 1.7 and 4.7 respectively to the critical and conservative

views. Thus, respondents see schools emphasizing the conservative view slightly more than the degree to which undergraduate teacher candidates view the conservative as an ideal purpose of schooling. In addition, respondents perceive public schools to be giving very little emphases to the progressive, liberal, and critical purposes of schooling which goals they perceive as the ideal.

The extent of belief in progressive and liberal schools of thought as ideal goals expressed by Korean sudents of education is very similar to the belief in progessive and liberal ideal goals expressed by American students illustrated in the second graph on Figure 1. As in earlier studies of American teacher candidates' perceptions about schools in the States, teacher candidates' beliefs about the schools in Korea are that the real emphases in schools is on conservative goals. Comparing the first graph with the second graph in Fig. 1 which presents Su's (1994) California data compared to Goodlad's (1990) national data in the United States demonstrates that the gap between the ideal and the real in the perceptions of Korean students is even greater than the gap between the ideal and the real in the perceptions of the two American samples.

(Fig. 1 Here)

When undergraduates majoring in education at one large institution in Korea were asked to indicate the one most important purpose of schooling for the schools in Korea ideally and the one purpose of schooling given the most emphasis in real schools , 63 percent of the respondents named the liberal view as the ideal, 94 percent attributed the conservative view to how the purposes of schooling are played out in real schools. The first graph on Figure 2 shows the choice of the most representative ideal for purposes of schooling among Korean students. The second graph in Figure 2 shows the percentages of Korean respondents who perceive the real emphases in schools to be on the various points of view.

(Fig. 2 Here)

Figure 3 illustrates data from Su (1994) which demonstrate that American teacher candidates also view liberal and progressive schools of thought as the ideal purposes for schooling and perceive the conservative view to be the driving force in real schools in America. One can see from the comparison of Figures 2 and 3 that the gap between the ideal and the real in Korean schools from the perspective of Korean undergraduates majoring in education in Korea is considerably larger than is the gap between the ideal and the real in American schools from the perspective of American teacher candidates in the California and national samples presented by Su (1994).

(Fig. 3 here)

Respondents in the present study were also asked to rank according to their own views of the ideal, the importance of eleven broad goals of schooling specified in Goodlad (1990) listed in Table 2 below. Respondents were also asked their perceptions of the importance placed on each specific goal by real schools in Korea.

Table 2. Eleven Broad Goals of Schooling

A. Academic goals
   1. *Mastery of basic skills and fundamental processes*
   2. *Intellectual development*

B. Vocational goals
   3. *Career education vocational education*

C. Social, civic, and cultural goals
   4. *Interpersonal understandings*
   5. *Citizenship participation*
   6. *Enculturation*
   7 *Moral and ethical character*

D. Personal goals
   8. *Emotional and physical well-being*
   9. *Creativity and aesthetic expression*
   10. *Self realization*
   11. *Critical and independent thinking*

American students in previous studies had placed fairly great importance on all the goals, and saw the emphasis in schools placed on *career preparation* (Su, 1994, p. 23). *Basic skills* was seen as the most important goal of schooling for American teacher candidates followed by *career preparation, citizenship participation, emotional and physical well-being,* and *creativity. Enculturation, self-realization, moral character development, intellectual development, critical thinking* and *interpersonal understanding* received relatively lower ratings.

In contrast, Korean students attached the greatest importance to *self-realization* and *creativity. Interpersonal understanding, development of moral character* and *emotional and physical well-being* were also given high ratings. *Career preparation, enculturation, basic skills* and *citizenship participation* were given low rankings.

Except for *basic skills* and *career preparation*, the students indicated they believed the schools place much less importance on the goals than did the respondents themselves. The greatest gap is seen in the students' view of importance of *creativity* and the schools' emphasis on that goal. *Creativity* received the highest ranking from students--the lowest in their perceptions of the importance placed on *creativity* in real schools. Other large gaps occurred in *self-realization, critical thinking* and *interpersonal understanding.* Major importance in the real schools, in the view of respondents, is placed on *intellectual development, basic skills education,* and *enculturation.*

This contrasts with the American undergraduates view of the importance of goals in schools where the major emphasis is on *career preparation. S*econdary emphasis is on *basic skills education* and *interpersonal understanding,* and on *intellectual development, self-realization,* and *citizenship participation.* The social and civic goals of *moral character development* and *enculturation* received the lowest ratings.

Korean students ranked *self-realization, creativity, moral character, interpersonal understanding, emotional and physical well-being,* and *critical thinking* as the six most important specfic goals of schooling. Respondents perceived *creativity* to be receiving the least importance

in reality in the schools. It is interesting that Korean students gave the lowest rankings to career *preparation* and *enculturation* in their perceptions of the ideal goals for schooling. Table 3 shows the means of the degree (on a scale of one to seven) to which Korean respondents indicated each of the eleven goals should be emphasized in the schools. Table 3 also shows the means of the degree to which respondents indicated each of the eleven goals are emphasized in schools in reality.

Table 3. Means (on scale of 1-7) of degree to which Korean undergraduates indicate eleven goals of schooling should be emphasized in the schools, and degree to which respondents perceive goals are actually emphasized in the schools.

	Ideally should be emphasized in the schools	In reality are emphasized in the schools
A. Academic goals		
1. Basic skills	4.48	4.83
2. Intellectual development	3.92	3.18
B. Vocational goals		
3. Career/vocational education	4.91	3.10
C. Social, civic, and cultural goals		
4. Interpersonal understandings	5.58	3.19
5. Citizenship participation	6.02	2.12
6. Enculturation	4.22	4.52
7. Moral and ethical character	6.11	2.65
D. Personal goals		
8. Emotional and physical well-being	5.85	3.47
9. Creativity and aesthetic expression	5.10	5.22
10. Self realization	5.42	2.61
11. Critical and independent thinking	5.82	3.16

Differences from American data in the way Korean teacher candidates ranked their perceptions of both the ideal and the real concerning the eleven specific goals of schooling can be seen in the two graphs illustrated in Figure 4. American students had ranked all eleven goals as very important, but the academic and career goals of *career preparation, basic skills education*, and *enculturation* were among the top rankings of desired specific goals for the schools as seen in the second graph on Figure 4. The social and personal goals of *citizenship participation, emotional and physical well-being*, and *creativity*, were also given high rankings. American students view American schools to be overwhelmingly focused on *career preparation*. Korean students, on the other hand, in a country where schools are acknowledged to be largely focused on *intellectual development, basic skills education*, and *enculturation*, ranked the personal goals of schooling very highly.

(Fig. 4 here)

Respondents in the Korean study were also surveyed on their perceptions of the extent of the influence of various home, school, and outside sources on their educational beliefs and values. Table 4 shows the means (on a scale of 1-7) of the perceived importance of eleven various influences on the educational beliefs and values of the 125 respondents to the Korean study.

Table 4. Means (on a scale of 1-7) of degree to which Korean undergraduates indicate sources of influence on their educational beliefs and values

Sources of Influence on Beliefs	Means
A. Prior experiences in schools	4.57
B. Pupils in practice schools	4.89
C. Framily/friends/relatives	3.89
D. Teacher education faculty	4.19
E. Peers	3.86
F. Other teachers in practice schools	4.44
G. Cooperating teachers	5.33
H. Student teaching	6.22
I. Course curriculum	4.02
J. Pop reading/TV/News Media	4.34
K. Supervising staff	3.67

Respondents to the Korean study attributed to influences on their educational beliefs and values early socialization experiences in the schools. The influences of student teaching, cooperating teachers, pupils and other teachers in practice schools and prior experiences in schools were given the highest rankings by Korean undergraduates. Teacher education faculty received a lower ranking than did pop reading/TV/news media. Figure 5 shows in two graphs the perceived influences on their educational beliefs of the Korean sample of undergraduates majoring in education, and Su's (1994) California sample.

(Fig. 5 here)

Discussion

The study reported here examined the educational beliefs held by 125 Korean undergraduates majoring in education at one of the major universities in South Korea and compared the data to the educational beliefs gathered from 100 teacher candidates from one of California's largest teacher training institutions and reported in Su (1994). Findings suggest that liberal and progressive beliefs are the dominant schools of thought for Korean students of education as they are for teacher candidates in California. Findings further suggest that, as in California, there is a gap between what Korean students view as the ideal goals of schooling and what they view the real goals of schooling to be in the schools. Those real goals are viewed as conservative.

Lower schools in South Korea have traditionally maintained conservative goals. Schools are for the development of basic skills and the intellect through the transmission of a common curriculum. The whole society in modern Korea is based on an examination system. There are examinations for entrance to the better secondary schools, examinations for entrance to the universities, examinations for entry into the corporations and into civil service. As a result, students of education will often tell one that the goal of schooling in Korea is to prepare young people to pass the examinations.

But writers and students in the university in Korea today are expressing more liberal and progressive beliefs and values. There is talk in Korean educational circles now of "open education", and the need to develop the individual child. There is talk of broadening the criteria for entrance to the university from the narrow focus on examination scores. And there is talk now about the need to nurture creativity in individuals that is important for Korean society at this stage of the national development.

Regarding more specific broad goals of schooling, Korean students--in contrast to the California students investigated, whose major emphasis was on *basic skills*--attach the most importance to *self realization* and *creativity*. Other findings were that, as do California teacher candidates, Korean undergraduates consider prior socialization experiences in lower schools, not professors and course work in the university, as the most powerful influences on their views. Teacher education in Korea is less field based than is generally found in teacher education in the United States. The more theoretical bent of teacher education coursework in Korea may be a factor in students' low ranking of university influences on their educational beliefs.

The study has implications for teacher educators in Korea and other countries, as well as for education policy makers on both sides of the Pacific.

Goodlad , J. I. (1990). Teachers for our nations's schools. San Francisco: Jossey-Bass.

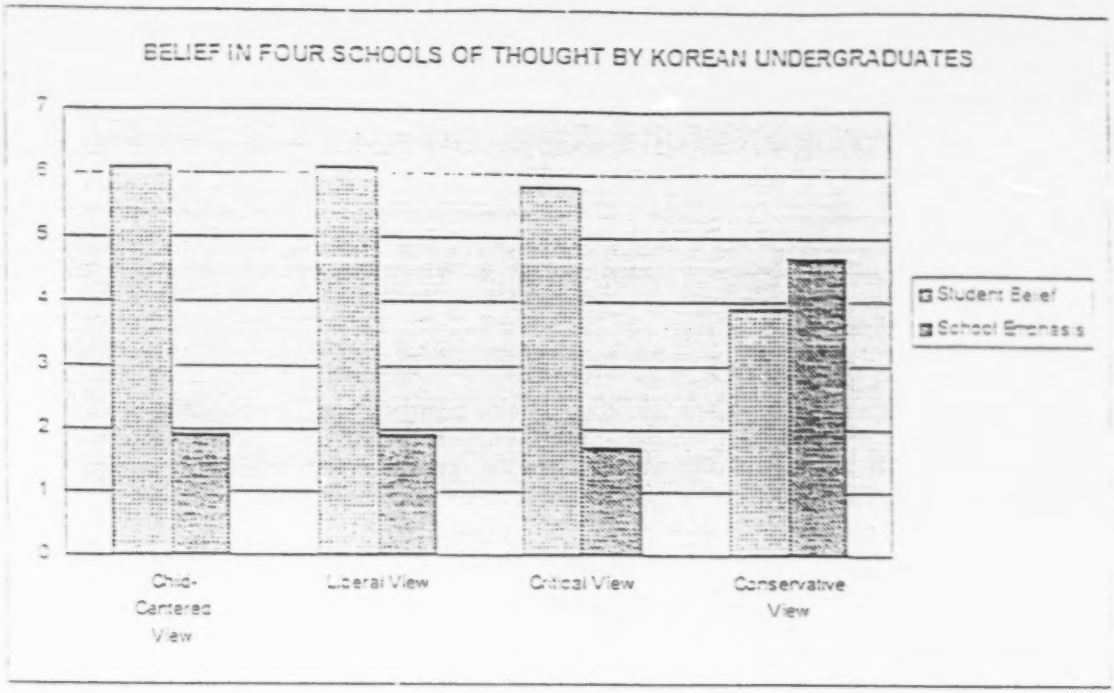
Goodlad, J. I. (1984). A place called school. New York: McGraw-Hill.

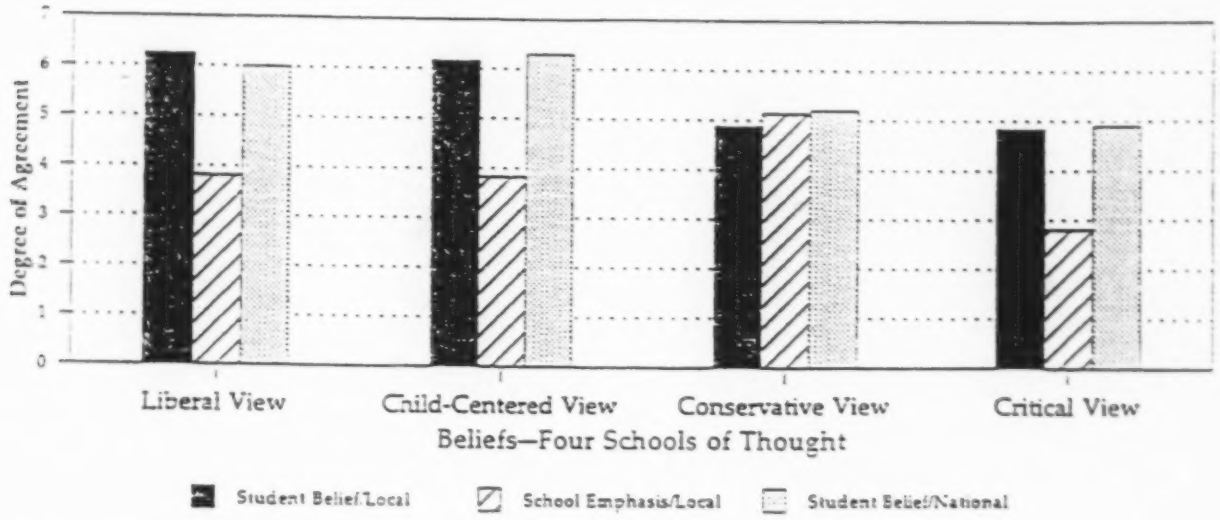
Sirotnik, K. A. (1989). Studying the education of educators: methodology (Tech. Rep. No. 2). Seattle, WA: University of Washington Center for Educational Renewal.

Su, Z. X. (1994). Ideal goals and real emphases in American education: Teacher candidates' perspectives. The Professional Educator, 17(1), pp. 19-29.

Su, Z. X. (1992). What schools are for· An analysis of findings from a national study. International Review of Education, 32(2), 35-55.

Figure 1 Belief in Four Schools of Thought in Korea and in the USA





N=100 (Local); N=2,820 (National)

(Su, 1994)

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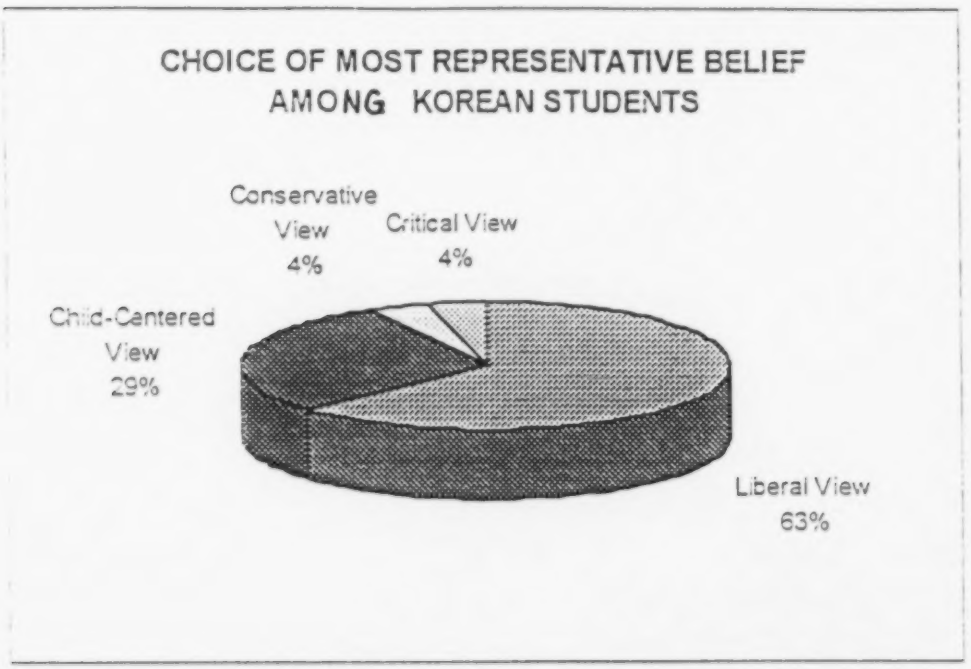
Figure 2 **Most Dominant Beliefs and Real Emphasis in Schools in Korea**



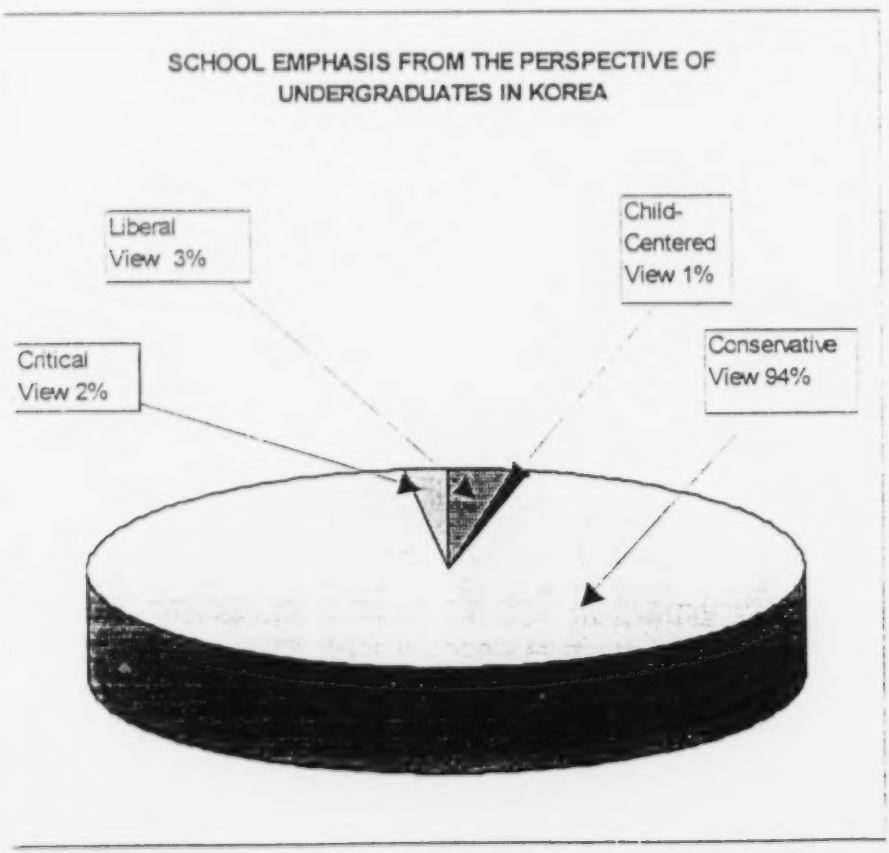


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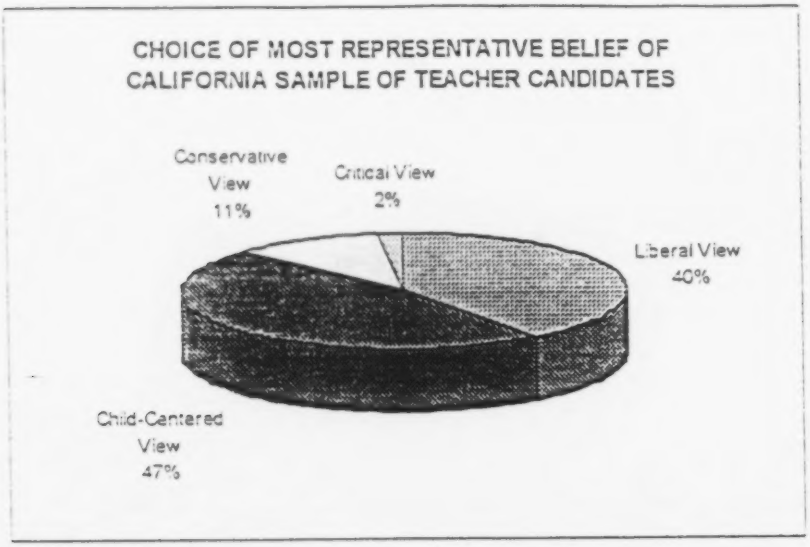
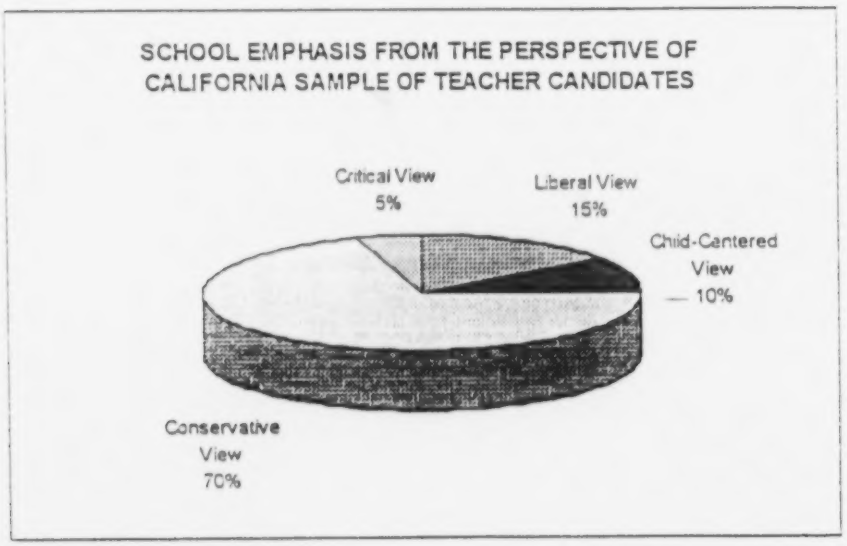
Figure 3 **Most Dominant Beliefs in California; Real Emphases in Schools in California; Most Dominant Beliefs in U.S. National Sample**


CHOICE OF MOST REPRESENTATIVE BELIEF OF CALIFORNIA SAMPLE OF TEACHER CANDIDATES
Conservative View 11%
Critical View 2%
Liberal View 40%
Child-Centered View 47%


SCHOOL EMPHASIS FROM THE PERSPECTIVE OF CALIFORNIA SAMPLE OF TEACHER CANDIDATES
Critical View 5%
Liberal View 15%
Child-Centered View 10%
Conservative View 70%

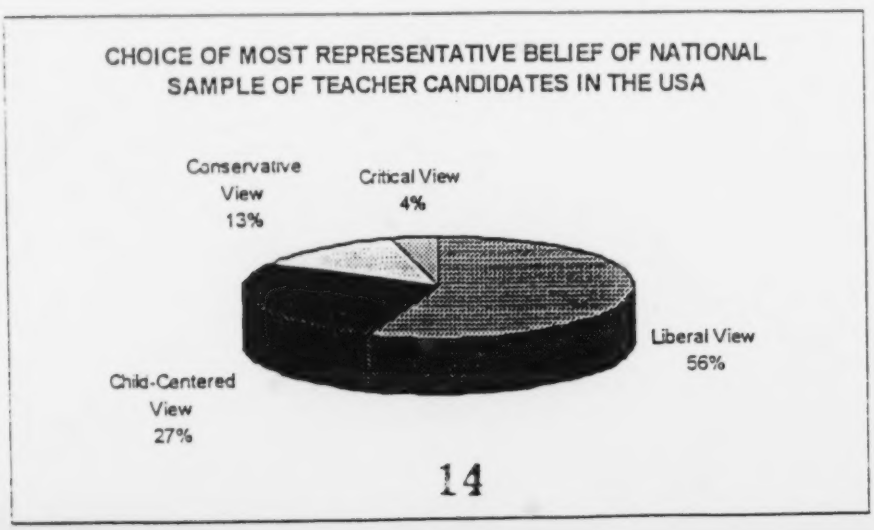

CHOICE OF MOST REPRESENTATIVE BELIEF OF NATIONAL SAMPLE OF TEACHER CANDIDATES IN THE USA
Conservative View 13%
Critical View 4%
Liberal View 56%
Child-Centered View 27%

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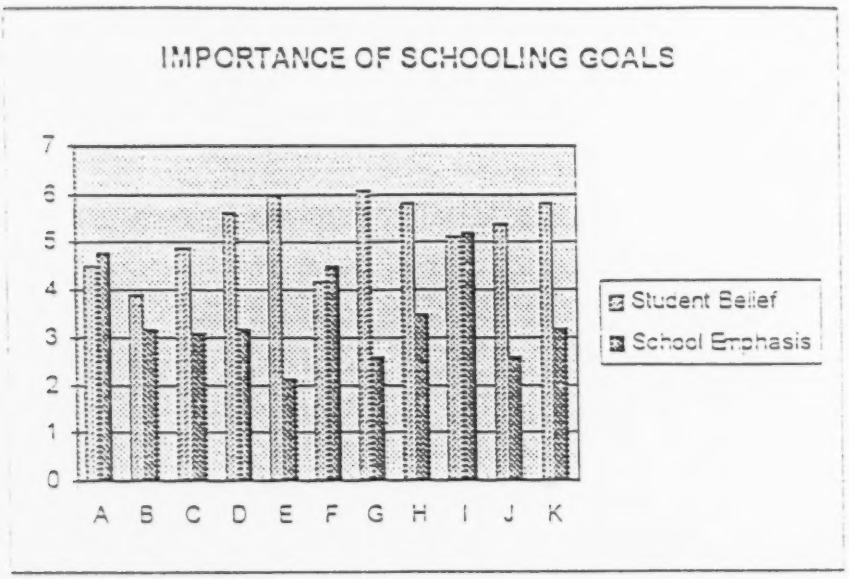
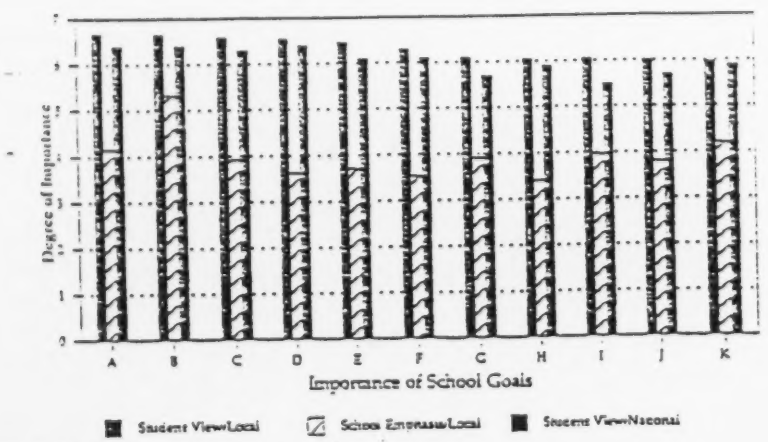
Figure 4 **Broad Goals of Schooling in Korea; Broad Goals of Schooling in California**




Degree of Importance
A B C D E F G H I J K
Importance of School Goals
Student View/Local
School Emphasis/Local
Student View/National

N=100 (Local); N=2,304 (National)

KEY:
A. Basic skills education
B. Career preparation
C. Citizenship participation
D. Emotional and physical well-being
E. Creativity
F. Enculturation
G. Self-realization
H. Moral character
I. Intellectual development
J. Critical thinking
K. Interpersonal understanding

Importance of Schooling Goals
Comparison with National Study (The SEE)

(Su, 1994)

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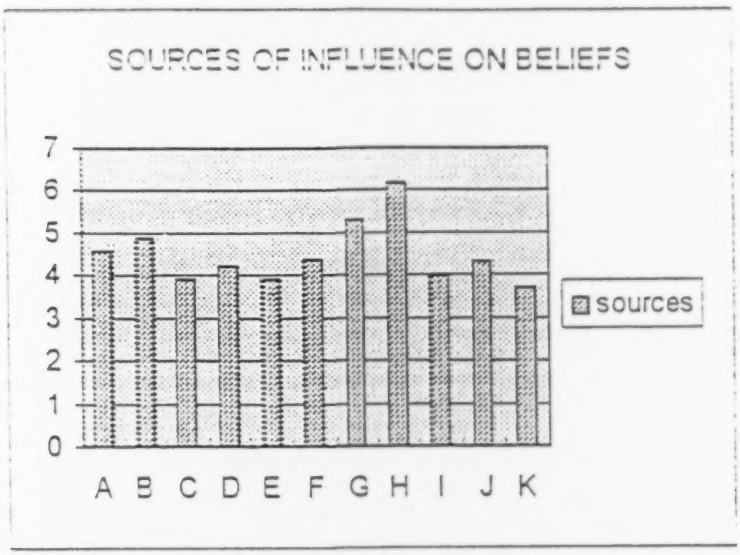
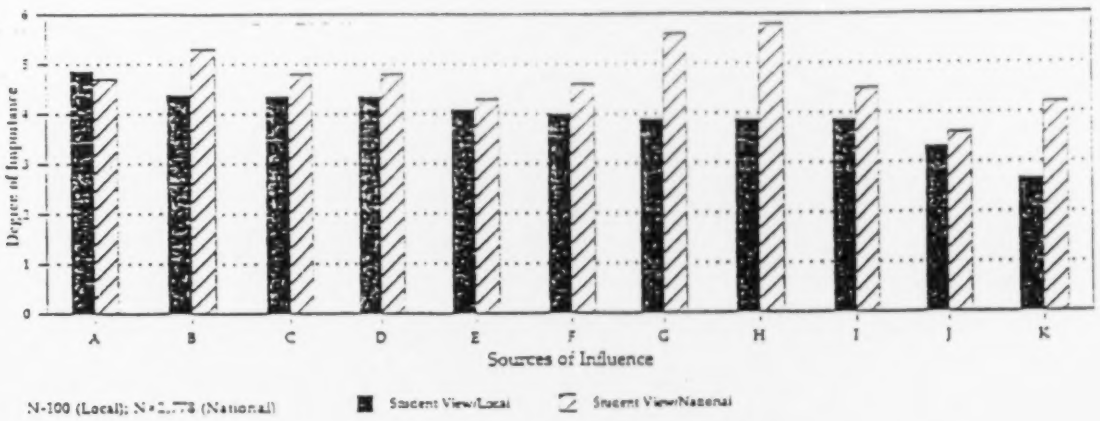
Figure 5 **Sources of Influence on Korean Students' Beliefs; Sources of Influence on California Teacher Candidates' Beliefs**





KEY:

A. Prior experiences in schools
B. Pupils in practice schools
C. Family/friends/relatives
D. Teacher education faculty
E. Peers
F. Other teachers in practice schools
G. Cooperating teachers
H. Student teaching
I. Course curriculum
J. Pop reading/TV/News media
K. Supervising staff

Sources of Influence
Comparison with National Study (The SEE)

(Su, 1994)

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